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ABSTRACT

This guide is designed to assist teenagers as well as those who work and live with them in examining issues, attitudes, and feelings about drinking. Numerous Action Plans are provided to help the user focus on various aspects of drinking and its potential effect on individuals, their families, and their relationships with others. The objectives in the Action Plans address the following areas of concern: (1) family drinking behavior: (2) alternatives to drinking: (3) school and community projects for alcohol education: (4) legal rights of teenagers: (5) peer pressure: and (6) physical, mental, and emotional effects of drinking. (HLM)

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IS BEER A FOUR LETTER WORD?

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Alcohol, Drug Abuse and Mental Health Administration

National Institute on Alcohol Abuse and Alcoholism
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Rockville, Maryland 20857

This publication contains project ideas, materials, suggestions, and alcohol education concepts from many sources across the country. The purpose of *IS BEER A FOUR LETTER WORD?* is to interest young people in alcohol-related issues which affect them and to encourage them to initiate alcohol abuse prevention projects.

Neither the projects described nor the opinions presented herein necessarily reflect the positions of the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

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IS BEER A FOUR LETTER WORD?

Is beer a "four letter word?" Of course not, although it's clearly a word with four letters . . . right?

Many people view a "four letter word" as something bad, offensive, or even harmful. Is beer bad? Is it harmful? Is it wrong to drink? Is it neither "right" nor "wrong?" Does it depend, perhaps? Depend on what? The mere mention of beer, as well as other alcoholic beverages (wines and distilled spirits), tends to raise these questions and doubts in our minds. In other words, we are confused.

The confusion over drinking felt by many Americans is understandable. There is little agreement in this country as to what role alcohol should or should not play in our society. The drinking of beer, wine, and liquor is often portrayed in the media as being glamorous and the way to have a good time. Yet this "good time" is legally denied to young people until they are at least 18, with the legal age varying by State. The States also differ in the restrictions placed on where people can drink, and when and where they can purchase alcoholic beverages. This lack of agreement also exists among individuals. Drinking is accepted by some, rejected by others.

Why all this confusion and disagreement? It's basically because the drug alcohol provides pleasure for many but also creates enormous problems for others.

Is beer a four letter word? Well, let's be truthful: There is no one answer for everyone. But, by using this book you may well find your answer and help your friends find theirs, too, or at least begin the process.

If, how, and when you use alcohol are complicated questions and thought-provoking issues. It takes a lot of self-examination, and a measure of your personal values to find the answers. Only you can decide for yourself.

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I.
THE
END

By opening this book, you have indicated an interest or concern about drinking by teenagers. These pages can give you some helpful ideas on how to do something about the issue—in your school or in the community as a whole. But the ideas are only a beginning; the end is up to you. It's your decision as to what you want to achieve with this material.

The following pages contain 12 Action Plans, each with a certain end in mind. They are very general ends, and the plans themselves are just ideas for what you might do and suggestions for getting started. Based on your interests, resources, and needs, it will be up to you to decide exactly what you want to accomplish—and what you can accomplish.

Wait a minute. Why? Why try to do anything? Why risk being laughed at by your friends for becoming involved in some kind of alcohol project? Why not a dance? Or a car wash? Or a hike to raise money for a local charity? Anyway, why should you carry out any one of these 12 Action Plans?

The enjoyment that wine or beer can add to a festive occasion is real, but equally real is the other side of the picture—the intoxicated driver, the problem drinker, and the alcoholic. Statistics tell the alarming story of just how real the consequences can be.

- An estimated 8,000 youths are killed in alcohol-related highway deaths each year.
- At least 1 of 4 deaths of young Americans between 15 and 24 years old is alcohol related.
- 40,000 highway injuries among youths can be linked to alcohol.
- An estimated 3.3 million youths aged 14–17 have problems resulting from drinking and include, for example:
  - —Episodes of drunken driving
  - —Trouble with parents, teachers, and friends
  - —Vandalism and other delinquency
  - —Homicides, suicides
- Drinking in conjunction with drug abuse—especially unknown drugs bought on the street—can be particularly dangerous—even fatal.

Taking all these things into consideration, it's easy to see just how important it is for young people to think about the question of "Is Beer a Four Letter Word?" Many young people are experimenting with alcohol today—often for the first time and able to drink legally. They will have to decide about if, how, and when they will drink. These are very important issues—ones which will affect you and your friends throughout your lives.

The Action Plans will help you tackle these issues and give you the opportunity to perform a vital service for your friends, for your classmates, and for your community. These Action Plans can provide you with a stimulating project. They can give you the chance to:

- learn about alcohol and drinking issues;
- examine the legal rights of minors, especially in regard to drinking;
- become involved in an important social issue;
- learn about the media, project planning, community organization;
- raise money for youth projects;
- gain experience which can help you in the future,—especially in getting a good job or into college; and
- have fun and meet new people.

What "end" should you aim for? Naturally you'll want a happy ending, but beyond that, some goals might be:

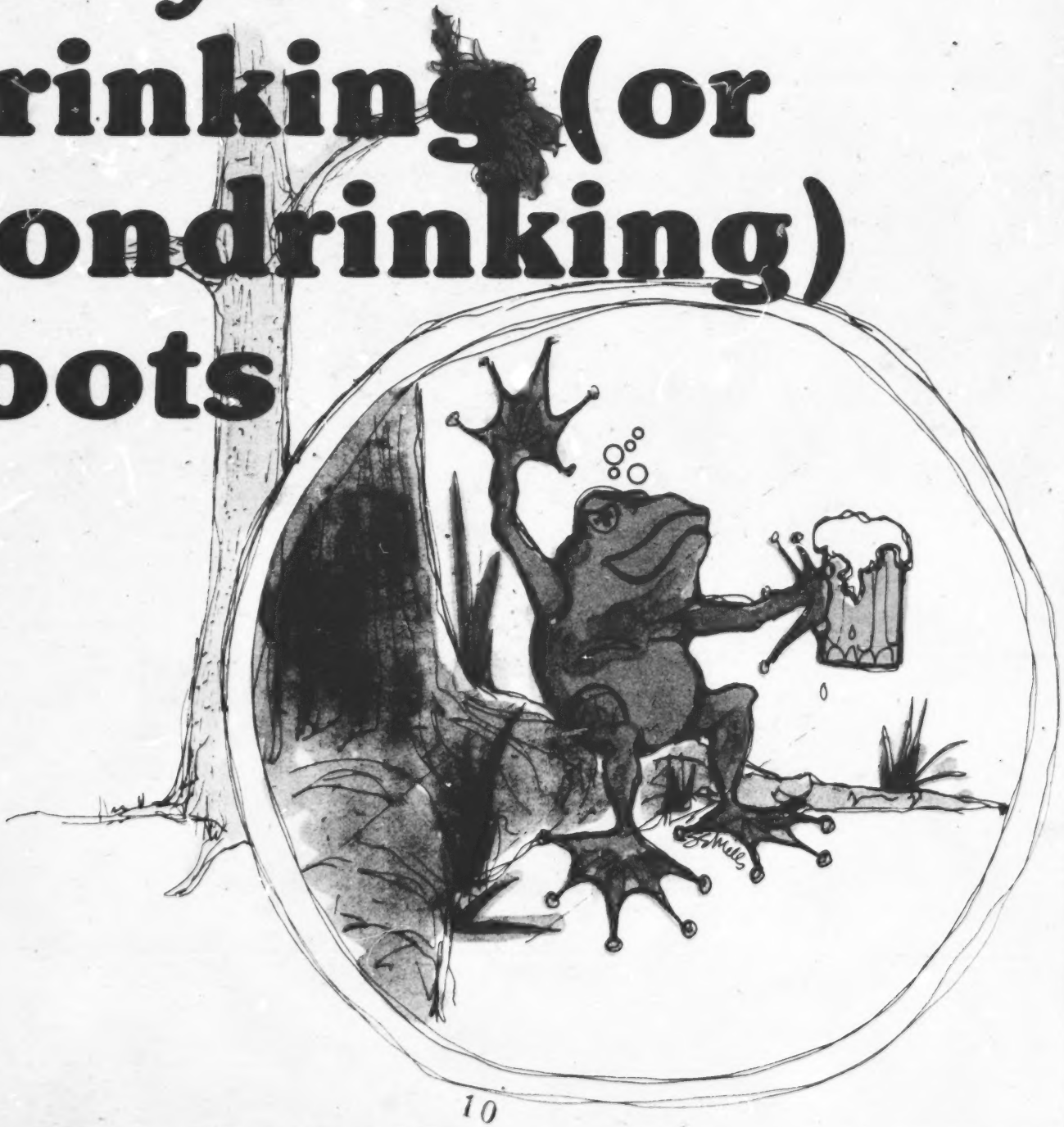
- an increase in your knowledge about drinking,
- a decrease in drinking related accidents;
- greater involvement in nondrinking;
- a positive change in the attitude of young people in regard to drinking problems.

Your specific end will depend greatly upon the Action Plan(s) you decide to try.

II.
ACTION PLANS

Plan #1

searching for your drinking (or nondrinking) roots



Introduction

Ever wonder why you drink the way you do? Or why you don't drink? Does your family serve eggnog at Christmas, do your folks drink beer or scotch, or do they simply not drink at all? Discovering how alcohol was used in the ethnic groups you come from is a way to find out more about your family, yourself, and your attitudes about alcohol use. Feel like doing some detective work? Read on.

Ideas for Getting Started

1. Trace your roots. Make a chart or family tree which shows your mother's and father's sides of the family and list what ethnic groups your family is made up of. Ask your parents, grandparents, great-aunt Jane or other relatives to tell you about where your relatives came from.
2. Find out everything you can about how these ethnic groups, tribes, or families used alcohol. Was alcohol used for religious or other ceremonies? Was it used only on certain occasions? What kind of alcohol was used? How much? What happened to people who got drunk?
3. Pick out one of the groups and do some indepth investigating. Trace back through history and find out what drinking customs or laws were used by the group 50, 100, or even 500, or 1,000 years ago. Was alcohol a part of that culture from its beginnings? Did other people introduce alcohol to your ancestors? Do some of the stories, legends, or writings of the group mention alcohol? List the evolution of drinking patterns and practices.
4. Look at your own decisions about drinking. Do they parallel your ancestors' use? How are they different? How is society different now?
5. Create a unique way to present your findings to a class, organization, or group of friends. What did your friends find out about their drinking histories? Were their drinking customs similar to or different from yours? Why?

Plan Variation

Instead of digging into the past you might want to look into the current drinking practices of the countries your great- or great-great grandparents came from. Is drinking with meals common there? Are there legal restrictions? Can minors drink? How are drunk drivers handled?

Help

Some sources of assistance in tracing your roots would be:

1. relatives or friends of the family;
2. State or local historical societies or libraries;
3. family records—birth, baptism, death, naturalization papers, visas, drivers' licenses, bible inscriptions;
4. genealogy clubs or societies;
5. books, such as:

   Doan, G.H. *Searching for Your Ancestors*. 1974. Bantam Books: 666 5th Avenue, New York, NY 10019. 212 pp. ($1.95);

   Healy, C.C. *Discovering You*. 1976. McGraw-Hill: Princeton Road, Highstown, NJ 08520. 120 pp. ($2.75);

   Weitzman, D. *My Backyard History Book*. 1975. Little, Brown & Co.: 34 Beacon Street, Boston, MA 02106. 128 pp. ($3.95).

Sources for tracing drinking patterns:

1. relatives' accounts of how alcohol was used;
2. books from local libraries or historical societies tracing customs of different ethnic groups;
3. writings from the past, biblical references, legends, plans;

4. embassies in Washington, D.C., or the United Nations in New York City for information about drinking customs in their countries (use for Plan Variation);
5. films, such as:

   "Route 1" and "Barbara Murray," *Jackson Junior High Series*. National Institute on Alcohol Abuse and Alcoholism/ U.S. Office of Education, P.O. Box 2345, Rockville, MD 20852.

   "Spirits of America," *Decisions and Drinking Series*. National Center for Alcohol Education, 1601 N. Kent Street, Arlington, VA 22209.

One example of young people looking into their roots can be found on the St. Croix Reservation in northwestern Wisconsin. As part of a youth alcohol prevention project originally funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), these young people are exploring the origins of drinking among the St. Croix Ojibwa Band Indians. They have talked to the tribal historian. They will study the origins of drinking among their people, dating back to the fur traders who brought alcohol to the tribe using it as a source of payment, and are making plans to excavate a fur-trading post along the banks of the nearby river. The project will trace the evolution of the use of alcohol within the tribe to modern times and will help the young people explore their own attitudes and knowledge about alcohol. For additional information you can contact:

Gene Connors, Project Director
Youth Activities Project
St. Croix Tribal Center
Star Route
Webster, Wisconsin 54839

This type of project is probably more than you or your group is ready to take on; however, it shows how a "roots" action plan can be creatively implemented.

Plan #2

tuning in and turning to your local d.j.

Introduction

"Wally Wax here all weekend long with your favorite platters, news, and weather. Current forecast calls for blue skies and lots of sun if it doesn't rain. In fact, there's a 50 percent probability of fair weather, a 50 percent probability of showers, and a 100 percent probability that you probably don't believe anything the weather report says. But enough of this idle chatter. I'm gonna play a moldie, oldie, goldie for you right now, vintage 1968, by the Bee Gees, called 'I Started a Joke'."

Wally Wax is a local radio disc jockey. He and other D.J.s around the country can be the key to getting drinking messages to teenagers—and that's no joke. It's no secret that young people listen to the radio. From morning to night, they listen to it in their rooms, at school, in their cars, while on dates, when buying clothes, at the beach.

Many D.J.s already use alcohol messages. Unfortunately, they are frequently negative messages. Getting drunk is made light of, and the listener who doesn't have a six-pack in the car begins to wonder if there is something wrong with him.

What does the Action Plan want to accomplish in regard to D.J.s?

1. Sensitize them to the reality that drinking-related accidents are the major cause of death in young people and have them use this type of information in their patter.

2. Get them to play public service announcements (PSAs) which raise issues about alcohol abuse and get their audience to reexamine their drinking attitudes. These PSAs can either be prepared by you or by other groups.

3. Get them involved in, and lend their prestige to, your alcohol education campaign. How about a remote broadcast from the alcohol education exhibit you set up at the shopping mall? Or if you're going to put on an assembly program open to the community, why not be interviewed on the air to publicize the program?

D.J.s and radio stations are usually quite responsive to public needs. It's up to you to convince them that what you're asking them to do is indeed a "public service." That shouldn't be hard to do.

Ideas for Getting Started

1. Whom should you contact? It depends a lot on the size of the station, but, where possible, you should talk directly to the D.J. himself. If you have trouble reaching the D.J., try to contact him through the program manager, or the public affairs director. Personal contact is essential.
2. Be sure to get a set of the PTA radio spots entitled *"The First to Do It"* (see page 53). These spots contain six hilarious 60-second public service announcements which suggest positive options to young people who are faced with difficult decisions involving alcohol. The spots compare the guy who is going to be the "first" to give a home permanent to a savage grizzly bear to the guy who, after drinking, thinks he is able to drive better or catch a fly ball with his mouth. None of these feats can be accomplished and the results of trying are often disastrous. ("Could he please have a paper bag for his teeth?") The spots are performed by "Dick and Bert," the creators of such zany radio features as *Chickenman* and *Toothfairy*, and your local D.J. will love them.
3. Remember no matter whose spots you use, the time when they are broadcast is important. Early Sunday morning won't do and neither will 3 a.m. Wednesday. The radio station can also add your own local phone number or message to the end of the spots.
4. You can develop your own public service announcements with the help of a

media specialist in your school or in the community. You could either tape a spot or write a script that the D.J. would read himself. You might aim at a 30-second announcement instead of a 60-second spot in order to increase the probability of its being played. Just be sure to keep the message simple and direct. Remember, you can say a lot in 30 seconds if you plan carefully.

5. In making your PSAs, you may want to get help from local or visiting celebrities. A radio health show begun at the University of Massachusetts at Amherst was very successful in getting folk and rhythm and blues stars appearing on campus to tape spots for them. There is no reason why you can't do the same thing when entertainers appear in your area. Your best bet would probably be to contact the concert promoter well ahead of the show date. You could also utilize sports heroes or government leaders—especially if you're trying to reach adults as well as young people.
6. *The Media Manual* (see page 55) makes three basic points about using radio:
   - Radio reaches a more specific audience than TV.
   - Radio is only "half-listened to" so it is better suited to short messages.
   - Radio is cheaper than television.

Plan Variations

1. Be ambitious! Create your own program. This is not as difficult as it seems. Radio and TV stations are already committed to airing public affairs programs, and some of the programs they use are not very exciting. Come up with something really creative and professional and they'll love it. The University of Massachusetts program did just that. Their "Salsa-Soul Medicine Show" successfully combined "Afro-Cuban" and "Soul" music, with comedy and skits, and tucked public health messages into a format which was not only entertaining but informative. Many of the health messages were contained in the words of the songs. They also used health-related quizzes, similar to the trivia contests that many commercial stations run, to encourage audience participation. The University of Massachusetts put together a creative program, targeted to college students, without any great expense and got it on the air. There is no reason why you can't do the same.
2. Don't forget news broadcasts. If what you're doing is news—and you can always pick out an angle of your compaign or project that's newsworthy—you should be able to get some local coverage.

Help

If you are going to develop your own program or public service announcements, look for professional assistance within your community. Check with local colleges or ad agencies; you may be able to get a producer or copywriter to donate some time to your project. Look to larger civic groups or companies; they usually employ full-time public relations staff who could help you. Also seek our resources in your public library. One book you will want to try to get a hold of in regard to developing your spots is *Anatomy of Local Radio-TV Copy*, 4th Edition, by William A. Peck and published by TAB Books, Blue Ridge Summit, PA 17214 ($5.95).

Plan #3

looking for alternatives to drinking

Introduction

Do you like the thrill of trying something daring? Does it make you feel good to help others? Do you blow off steam by participating in sports or are relaxation techniques your thing? We all have different ways of looking for fun and adventure or relieving boredom and tension. Some people use alcohol to have fun, to escape, to relax, to be accepted by peers, to relieve boredom. Some people use alcohol safely, while others develop problems when they drink. The alternatives-to-drinking approach helps people find activities and experiences which take the place of the feelings that alcohol provides. Alternatives should make us feel good about ourselves, give us a sense of accomplishment, and help us develop long-term skills. Have you ever gone hang-gliding? Run 5 miles every day? Gone mountain climbing? Played chess? Participated in cross-country motorcycle rides? Been a volunteer? Gone white water rafting? Written a story? Tried meditation? . . . What are some of your favorite alternatives? Let's find out what alternatives are available right in your own area.

Ideas for Getting Started

1. List reasons why we use alcohol. What feelings does alcohol provide? What needs does it fulfill? Brainstorm a list of activities that could substitute for alcohol needs: educational, cultural, entertainment, volunteer, and organizational.
2. What activities are available in your area, in schools, community clubs, vocational schools, and recreation programs? Are these activities available to everyone, or are they usually used only by certain groups or cliques?
3. Invent a system to keep track of places where activities are available. Perhaps a card-file of these could be kept in a teen rap center, a club office, the library or recreation center. You may want to computerize your listings. Perhaps the school system, a local bank or business might allow you to have access to their computer. Wouldn't it be fun to punch "swimming" into a computer terminal keyboard and have a list pop out giving all the places to go swimming, take lessons or compete. The possibilities are endless.
4. Develop your own alternative activities. Should they be in or out of school; during or outside school hours? Who would teach or direct them? Who do you know that could help you learn about a new activity?
5. Help sponsor alternatives events. How about an after-the-prom breakfast or a "dry disco"?
6. Let other people know what there is to do. Publicize alternatives. Feature a student and his/her special alternative in your student newspaper.

Help

If you are developing a service that might be used by the whole community, look for support from the Department of Recreation, the school administration, a service club or volunteer group which works in the community at large. Regardless of the scale of your alternatives plan, the following resources should help you or provide you with some additional ideas:

1. Books and Articles:

Cohen, A.Y. *Alternatives to Drug Abuse: Steps Toward Prevention*. 19?3. National Institute on Drug Abuse: 5600 Fishers Lane, Rockville, MD 20857. 33 pp. DHEW Publication No. ADM–75–197 (single copies free).

Glasser, W. *Positive Addiction*. 1976. Harper & Row: 10 E. 53rd St., New York, NY 10022. 159 pp. ($7.95).

McClellan, P. "The Pulaski Project: An Innovative Drug Abuse Prevention Program in an Urban High School." *Jour-*

nal of Psychedelic Drugs, Vol. 7 (No. 4) Oct.-Dec. 1975.

Messolonghites, L., Ed. *Alternative Pursuits for America's Third Century. A Resource Book on New Perceptions, Processes and Programs—With Implications for the Future.* 1975. Superintendent of Documents, U.S. Government Printing Office: Washington, DC 20402. 233 pp. ($2.60. Stock No. 1724–00333).

Wisconsin Clearinghouse. *Take the Time.* Wisconsin Clearinghouse for Alcohol and Other Drug Information: 420 N. Lake St., Madison, WI 53706. 21 pp. ($.75).

2. Films:

   Alcohol, Drugs or Alternatives, narrated by Tommy Smothers. Sandler Institutional Films, 1001 Poinsettia Place, Hollywood, CA 90046.

   "It's Different When You Care" (videotape), *Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse Series*, Tape 5, Part 2. Prevention Materials Institute, P.O. Box 152, Lafayette, CA 94549.

3. Poster:

   Wisconsin Clearinghouse. *What's There to do Besides Drink? Lots!* Wisconsin Clearinghouse for Alcohol and Other Drug Information: 420 N. Lake St., Madison, WI 53706. ($1).

4. Computer Category System:

   The Mirenda Leisure Interest Finder divides activities into nine major categories: games, sports, nature, collection, homecraft and homemaking, art and music, educational-entertainment-cultural, volunteer, and organizational. Each heading has 10 sub-sections with room for you to list 10 resources under each sub-section, 900 entry possibilities.

   For more information contact:

   Dr. J. Mirenda
   Recreation Department
   Milwaukee Public Schools
   P.O. Drawer 10K
   Milwaukee, Wisconsin 53201

Plan Example

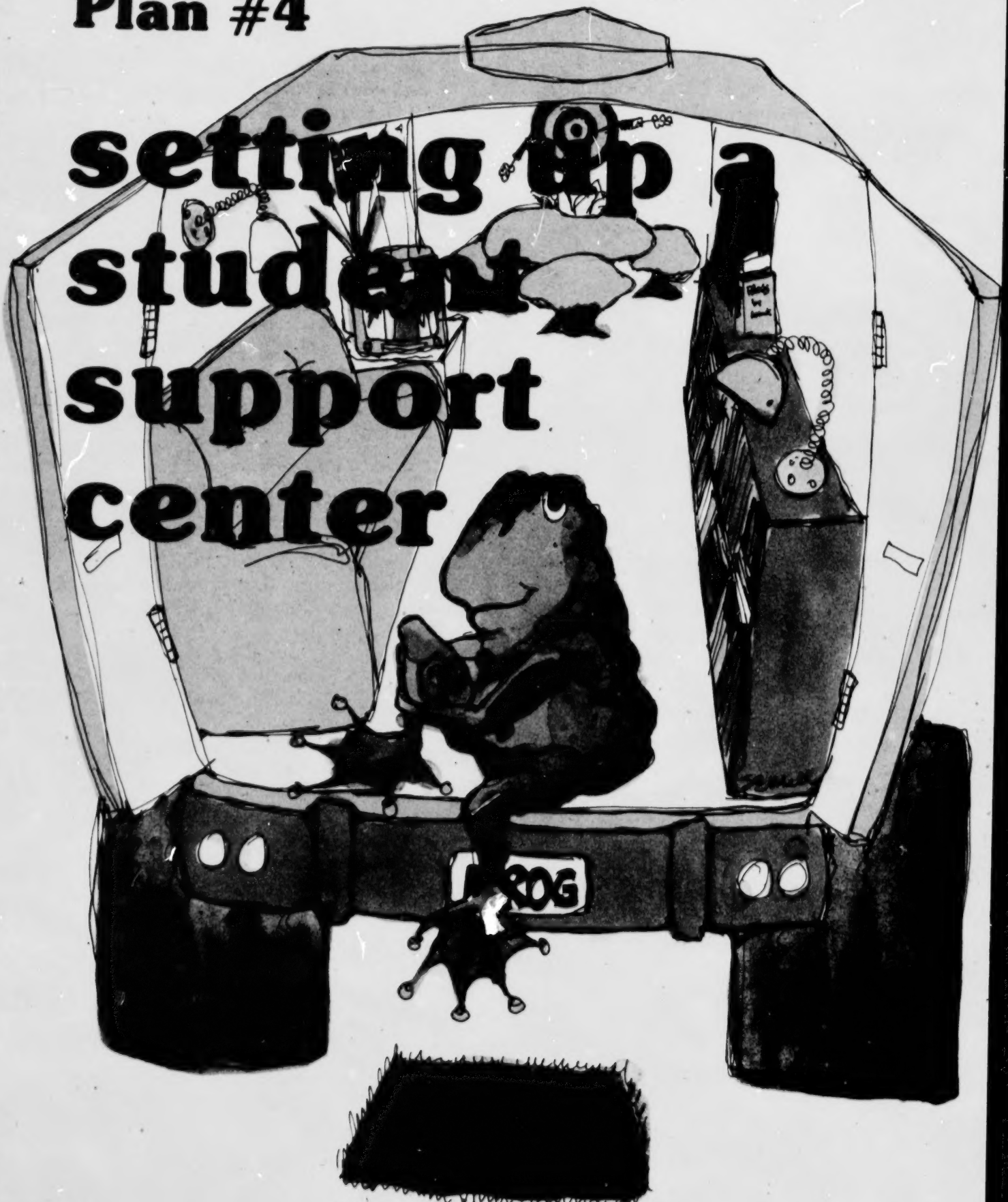
At Pulaski High School in Milwaukee, a student center teacher and a group of students who were having "drug and other problems" in school enlisted the help of a community counseling agency and a treatment facility to set up an alternatives class. The class met daily and included experiences such as improving communication skills, Gestalt self-awareness, development of interpersonal skills, sensory awareness and exploration of alternative activities such as yoga, meditation, art, dance, encounter games, and fantasy. The class also made presentations about alcohol and other drug use/abuse, values, attitudes, and beliefs to regular classes. A rap group was set up for students serving detentions after school. Evaluation data show that the project reduced the amount and frequency of drug use, changed attitudes and beliefs, improved decisionmaking skills, improved school attendance, and improved self-concept. The class now meets twice a week for a semester and the program makes changes in program activities when necessary. For more information contact:

Ellen Isley, Drug Resource Coordinator
Casimir Pulaski High School
2500 W. Oklahoma Avenue
Milwaukee, Wisconsin 53215
(414) 671-4000 Ext. 66

Jim Nitz
The Counseling Center of Milwaukee, Inc.
1428 N. Farwell Avenue
Milwaukee, Wisconsin 53211
(414) 271-2565

Plan #4

setting up a student support center



Introduction

Up in the morning . . . go to class . . . stop off at Pete's Pizza Pit . . . home for supper . . . 30 minutes of homework . . . 2½ hours in front of the tube . . . hit the sack; next day, get up and do it again, and again, and again. That, friends, is a rut—a dull, depressing, noncreative, unadventurous rut.

The goal of this Action Plan is to help young people get out of such a rut. It suggests the establishment of a service center, possibly in school, which will add enjoyment and variety to their lives, help them with their problems, and open up channels of communication between them and their fellow students, school staff, and the community. Such a center or program may already exist in your school. A rap room, a resources center, a drop-in center, an individualized program center, or a peer counseling/tutoring program. If your school does have one, try to expand it along the lines suggested below. If your school doesn't have one, get everybody out of that rut!

Ideas for Getting Started

1. For the support center to be a success it should be run by students, or students should play a major role in its operation. Ideally, the center should be an ongoing project initiated by a group such as the student council and maintained by student volunteers and key adults.
2. A good-sized room will be needed for the center and should be furnished in a way which will invite coming in, browsing, and relaxing. If you decorate it yourself, you will get the feeling that you really own it. You could try to get parents to donate used sofas, chairs, rugs, etc. Perhaps two or three soundproof cubicles could be placed in a corner for tutoring or peer counseling. The main thing is that the center should not resemble a hospital ward or a police interrogation room. Keep in mind that the center is not only for "students with problems," or "students in trouble." It's for *all* students.
3. We've come up with some services and programs your center might offer. The majority of them attempt to develop needed skills, provide for one-to-one communication, and open up avenues to new and creative activities. These things can influence if and how alcohol is used.

If the following list seems a little overwhelming, keep in mind that the activities suggested are often closely related and also that they require few outside resources—just a lot of student energy!

- Resource Library—Information on alternative youth activities in the school and the community (perhaps utilizing a computer—see Action Plan #3); travel books and pamphlets; career planning information; national and international program descriptions. Write to the American Field Service or the National Association of Secondary School Principals, Office of Student Activities for a more complete listing of these—especially those related to vocational planning, travel, recreation, sex, alcohol and drugs, nutrition and health, physical fitness, friendship and other nonacademic youth concerns; information on local counseling options; a file of sample materials related to possible youth projects; magazines for leisure reading; information on part-time jobs.
- Peer Counseling—Utilize volunteers from grades 9–12; a training program would be required and could be implemented through a class taught by a guidance counselor, social worker, psychology teacher, or a school psychologist.
- Peer Tutoring—Utilize student volunteers with proven academic ability in various subject areas.
- Crisis Intervention Counseling and Referral—Utilize professional staff in the school.

- Guidance Counseling—Vocational and educational.
- Community Services Assistance—Volunteers from service agencies could help students in regard to juvenile court, probation offices, community and family counseling alternatives.
- Workshops or Mini-Courses—On a regular basis, the support center could regularly sponsor workshops on:
  —relaxation techniques
  —assertiveness training
  —how to deal with stress
  —human sexuality
  —how to communicate better
  —how to talk to your parents
  —alcohol and drugs
  —health hazard appraisal (see Action Plan #12)
  —how to look for a job.
- Sponsored Activities—The support center could sponsor new and continuing activities which would function independently from the center (a health club, an Alateen group, a cinema club) and also special activities (camping trips, hikes, cultural field trips).
- Promotion of Existing Activities and Events—Keep in mind that you don't *have* to call your support center a support center. If you can come up with a more creative name, do it.

Plan Variation

If setting up your support center at school runs into trouble, look for another location—a church, recreation center, vacant basement, or youth organization headquarters. You might seek financial support from your local government and/or community groups. Perhaps counseling professionals from a nearby college would donate some of their time.

In some ways a community setting for your support center would be preferable to a school setting since you could have more flexible hours, including nights and weekends, and would be able to serve young people not in school.

Help

To develop your support center you will have to make a lot of personal contacts and write a lot of letters. Use community resources as well as school staff. How about asking a travel agency for posters and brochures; getting a lawyer to give a talk on juvenile legal rights; having a banker discuss his bank's services; or seeing if a local business would provide access to a computer terminal.

Among the high schools which have experimented with peer counseling and/or peer tutoring programs are:

Amherst-Pelham Regional Senior High School, Amherst, Massachusetts
Arlington High School, Indianapolis, Indiana
Duchesne Academy, Omaha, Nebraska
Littleton High School, Littleton, Colorado
North Clayton Senior High, College Park, Georgia
Prairie High School, Cedar Rapids, Iowa
Richard Gahr High School, Danville, California
Sandusky High School, Sandusky, Michigan
Whatcom County Convention Center, Bellingham, Washington

A psychologist at a high school in Newark, Delaware succeeded recently in establishing an Alateen group as a regular extra-curricular activity at that school. For more information contact:

Michael Davitt
School Psychologist
Christiana High School
Newark School District
Salem Church Road
Newark, Delaware 19713

Plan #5:

getting into the community

Introduction

Want to make some money? Want to gain community recognition? Want to look into the power structure in your town, provide a service to your community? Want to get some "community development" experience that will help get you a good job, or into college, or into the Peace Corps? Well, step right over here, m'friend. We've got just the right project for you!

Getting into the community and organizing can be exciting and invigorating. It can also be overwhelming. It's important that the goals you set match the available resources, workers, and time. If you have your objectives clearly in mind, don't be afraid to knock on doors at City Hall, the local TV station, or that corporation headquarters down the street. They're not as inaccessible or impersonal as they may appear. Go ahead and knock. Before you do, plan carefully just exactly what you want to accomplish. Your goals will have to do with a project that deals directly with some alcohol issue, or a project that will indirectly affect drinking in some way. Both are important and the ideas below reflect both approaches.

Keep in mind that, although your ultimate goal may be to decrease a given drinking problem in your community, you should consider yourselves successful if you are able to get a large number of people thinking about drinking-related issues—especially if that thinking results in greater concern and action. Whether we're talking about individuals or groups, the fact remains that people don't like to face up to drinking issues or even talk about them.

Ideas for Getting Started

Each of the ideas below represents a project or approach that could be tried in your community or neighborhood. The important thing to remember is that each of them only scratches the surface. You'll have to look for additional help within your community and consult other resources included in this book.

1. Alcohol Awareness Media Blitz: First your group must agree upon the message that you want to get across. Keep it simple but push it hard. Some examples:
   - "Friends Don't Let Friends Drive Drunk" (courtesy of the U.S. Department of Transportation)
   - "Kids Have Nothing to Do in Peoria (or wherever) Except Drink—Do They?"
   - "Drinking While Expecting a Baby Can Be Dangerous—Talk to Your Doctor"
   - "Have a Drinking Problem? Call 549-HELP"

Each message clearly requires some specific preparation. In the first example, it might be a pamphlet, TV or radio spot, which suggests how to deal with someone who wants to drive when drunk; in the second, you would want to discuss public support with city and school officials for the kinds of youth activities needed (maybe a "dry disco", see Action Plan #9); in the third example, you will have to talk to the doctors in your community, get their support, and provide them with pamphlets or flyers; and, in the fourth, you would have to work things out with a local referral service or counseling center and the telephone company.

Then comes the exciting part. Pick out the kind of media you want to use. Create! Choose among, or use all of, the following:

- Television: Utilize one or both of two approaches—public service or news coverage. All television stations are required to air, for free, spots and programs that are in the public interest. You can develop your own TV spots (10, 20, 30, or 60 seconds long) around your key messages and then approach the station's public service director. Public Service Announcements can be made in three ways: (1) slide and copy (a script); (2) studio production; and (3) professional spots. The public service director will be able to give you some

leads on how to get the spots prepared. Another public service route is public affairs programs which often highlight community problems. To go this route contact the show's producer. The news coverage approach is basically the same for television and the print media, though it's usually harder to get on TV.

- Newspapers: To get news coverage, it has to be *news*--something significant, new, creative, controversial. Make personal contact with news directors, editors, and reporters. Let them know what you're doing. Also, find out what kinds of stories they run and how they like their material prepared.
- Radio: See the "D.J." Action Plan #2.
- Cable Television: If there is cable TV in your community, don't forget it! They are also required by law to provide time for public messages.
- Graphics: Advertising on posters, billboards, pamphlets, buttons, place mats, T-shirts, newspaper ads, book covers may be donated. Bus, mass transit systems, and billboard companies are good sources.
- Videotape: Portable videotape units are excellent for communicating with small groups of people. They are a great "attention-grabber" at an exhibit or display.
- Exhibits: Locating an exhibit in shopping centers, malls, school hallways, libraries, banks, stores, youth hangouts, hamburger joints, or movie theatres, can be a very effective approach because of the creative exhibit and the personal contact. Graphics and videotapes can be used in your exhibit to get attention and hold it until you get your message across. Photos, sound, multimedia presentations, color, light shows, catchy titles, music, a pretty girl (and/or a handsome boy in order not to be sexist about it) are all ways to attract interest. Don't forget to have handouts.
- Displays: Attractive displays in store windows, airports, post offices, or wherever people are looking and waiting are also effective.

These media blitz ideas are important. Because all of the Action Plans found in this book can potentially have a media component.

2. Community Alternatives Survey: See Action Plan #3, Looking for Alternatives.
3. Community Improvement Project: If there are a lot of kids in your community with nothing to do, a project which will teach them new skills, challenge them, and require them to provide leadership may be the answer. A well known project, the restoration of an abandoned 18th century burial ground in Gloucester, Massachusetts was geared to instilling pride and self-respect in the town's young people and reestablishing a positive relationship between the teenagers and the community. The fact that the project was big, complex, and challenged everyone helped make it work. Aren't there some needed improvements in your town?
4. Social Action Project: How about lobbying your local city council or board of supervisors. Are local ordinances relating to alcohol contradictory? Is a new recreation center needed? Does a zoning restriction impede the establishment of a dry disco (see Action Plan #9)? Talk to your State legislators and congressmen. Work with your State legislature to initiate laws dealing with teenagers and alcohol.
5. Sober Driver Pool: If you or one of your friends is too drunk to drive, are there any options? Would the police help? Could the cooperation of a local taxi company be arranged? How about a system of volunteer parent drivers? What about publicizing a local telephone number to connect persons to a college or community group which would have rotating volunteer drivers on hand or on call? This type of project could help save lives.

6. Mixing Drugs Warning: Get local pharmacies to provide warnings about mixing alcohol and other drugs in the form of labels on the bottles, flyers on the counter, and posters.

Help

Much of the above information was taken from *The Media Manual*, published by the National Institute on Drug Abuse (see page 55). Obviously you can find help in your own community and resources in your own library, but one additional publication you may want to get is: *If You Want Air Time* (see page 55).

Plan #6

trying your case in court

Introduction

Have you ever been arrested? What happens when someone gets busted for drunk driving or public drunkenness? Could you defend a person accused of these things? What are your rights as an accused person? How do lawyers present their cases? How much do you know about the issues involved? If you were a jury member, what would you decide?

Setting up a mock trial can be an enjoyable way to debate the issues of alcohol use, as well as to learn something about your State's alcohol laws and the legal process in general.

Ideas for Getting Started

1. Suggest the mock trial as part of a project in a class, drama group or club.
2. Before starting the activity, review the duties of the people involved and general aspects of the law and legal system. For example, describe the duties of the judge, prosecuting attorney, defense attorney, sheriff, court clerk, jurors, and perhaps, State crime lab personnel, witnesses, and defendants. It is very helpful to precede the mock trial with actual talks by defense attorneys, sheriffs, etc.
3. Choose a crime relevant to high school students, such as drunk driving or public drunkenness. Find out the maximum penalties associated with the crime.
4. Next ask for volunteers for the following roles:
   1 Judge
   1 Bailiff
   1 Court Clerk
   Lawyers (at least one per defendant)
   Defendant (one or more)
   1 Prosecuting Attorney
   2 to 4 Policemen
   2 or 3 Witnesses
   12 Jurors

You may want to obtain the services of medical experts or medical crime lab personnel.

This activity can involve as few as 10 or 12, or as many as 30 or 50 persons. Use as few or as many roles as you wish. You must have: Judge, Prosecuting Attorney, Defense Attorney, Defendant, Jurors, and Police.

5. Have the defendant act out the crime. The arrest is made and suspect charged. Police must do it legally and with the suspect's rights in mind—Miranda warning, search warrant, etc., and arrange for the initial hearing.

Initial Hearing. (Judge does all this.) The complaint is read; counsel arranged for; pleas entered (have the defendant plead Not Guilty); defendant advised of the penalty for the crime; bail set—10 percent of the bond (e.g., $10,000 bond is $1,000 bail); the State or Federal Statute violated indicated; the probable cause for the trial to take place established. The defense attorney then asks for a motion for dismissal of charges on certain grounds; the judge says, "Not granted because. . . ."; an impartial place for trial and a date is set; and defendant is placed in the "county jail" until bail is paid. The defense attorney may want an expert to examine evidence.

Trial. (Let the participants go by themselves with this!)

Bailiff begins something like: "All rise—case of the State of _____ vs. _____. Honorable Judge _____ presiding. Be seated." Remember the bailiff always swears in the witness. The prosecuting attorney begins the case with his opening remarks to the jury and shows how he intends to prove guilt. He is followed by the defense attorney who states how he will prove innocence. Prosecution starts the case. Defense attorney cross-examines witness. Defense may call witnesses after prosecution rests. Jury deliberates in private after both sides have presented their case. Jury returns, then verdict is read. If the verdict is guilty, judge sentences the person, taking into consideration past offenses, home and family responsibilities, etc.

6. The final trial may be attended by other

classes or groups. You may want to pick jury members out of the audience.

Plan Variation

The final triál session could also be tied into a fundraising and/or a community-wide awareness effort. Local media—radio, TV, and newspapers—could be contacted and informed of the "public service" aspects of the project and time and place of the trial. Given enough advance notice, TV filming of parts of the trial might be a possibility.

Fundraising for a related project (such as a "student support center," see page 16) might be accomplished by publicizing the trial in the community, just like a high school play, staging it on a weekend, and selling tickets, perhaps with the cosponsorship of a local group such as the Jaycees.

Help

Obvious sources of assistance would be: lawyers, judges, and law enforcement officials in your community; and libraries which have copies of State laws and court procedures.

This court case action plan has been de-developed by a Midwest rural counseling center staff member who works with schools in a five-county area. Many classes have used this project to learn more about handling of alcohol and drug offenses. Some schools are so involved that the entire student body follows progress in the trial. The school paper covers the trial while students and teachers follow the events closely. For more information contact:

Kurt Vuchetich
Northern Pines Unified Services Center
Cumberland, Wisconsin 54829
(715) 822-4747

Plan #7

organizing a drinking and driving demonstration

Introduction

Drink and drive? If you do, you are undoubtedly following in the footsteps of some of your fellow teenagers, as well as many adults. Since following these examples might not be the best decision, you and your friends might develop a demonstration project that could help you and other young people to make informed decisions about drinking and driving.

This project can be a real learning experience outside the classroom atmosphere, showing dramatically how alcohol affects driving ability. It will not be easy to arrange, since you are very likely to run into some opposition. If you succeed, it will be that much more satisfying.

The purpose of this demonstration project is to test driving ability with various levels of alcohol in the blood. You will require a number of driver training automobiles with dual control and a number of licensed volunteer drivers of legal drinking age. You will also need a large, off-street area on which various lanes, cross-walks, and stopping places can be set up. A driver licensing range is ideal if available, but a huge parking lot is OK. The idea is to have the sober volunteer drivers negotiate a carefully laid out course and have the run carefully scored for errors. Errors are knocking down cones, intruding upon crosswalks, running into pedestrians* and other cars*. The same volunteer drivers will then negotiate the same course after having one drink, two drinks, possibly three or more. Carefully score all runs, tabulate, and publicize the findings. The underlying goal of this project is to demonstrate in a real-world situation that drinking does increase the risk of unsafe driving.

*Represented by specially marked cones or cardboard boxes.

Ideas for Getting Started

1. Lay the groundwork carefully. Convince a teacher or the principal of your school of the importance of the demonstration. Perhaps your school physician might be willing to spearhead the project, since it has medical implications. Try to "sell" the personnel in the driver training department since they have the vehicles and could also help in setting up the driving range for the demonstration. They would be the logical ones to ride along with the individuals being tested. It wouldn't hurt to have the police involved, or perhaps personnel from the driver licensing station. The latter can be of great help in scoring, setting up the range, and providing the experienced driver (sober) to ride in the dual control seat.
2. Get parents involved, either directly through their help in setting up the program or indirectly through ensuring that they are aware of the project in advance so that conflicts do not result between the home environment and school authorities. One good way would be to introduce the project at a PTA meeting, parents' night, or some appropriate event at which parents are present. Not only would parents learn about the project, but they might also pick up some additional information about drinking and driving.
3. Make sure you have any necessary legal help. The school attorney would be the one to get the proper releases signed and check on the school's insurance, liability, etc.
4. Make certain the volunteer drivers are of legal drinking age.
5. If you have trouble arranging this through your school, try one of the civic or fraternal clubs, such as the Kiwanis, Rotary, Jaycees, Elks, Eagles, the local medical society, college fraternity, or a church group.

6. To make the project more effective and to make a better evaluation, try to film both the *before* and *after drinking* "runs." An individual may not be convinced by the scoring system alone. The effect of reporting the breathalyzer test results and showing on the film how the automobile driver knocks over cones after drinking is extremely convincing for everyone—especially the drivers, who usually feel that they drive better after drinking.
7. You might take advantage of this project to demonstrate that beer and wine, depending upon the amount consumed, are just as intoxicating as whiskey. Have some of the drivers consume beer, some wine, and some whiskey.
8. To get the most value out of this project, it should have the maximum amount of publicity—in school papers, community papers, on TV and radio. *BUT NOT PRIOR TO CARRYING OUT THE PROJECT!* The reason is that you might bring out some of the opposition with advance publicity, and it would make the project too much of a circus, rather than the serious research it is meant to be. In addition, advance publicity might attract large numbers of viewers who could interfere with the testing.
9. Make sure your project committee concentrates on *details*. Since these depend upon circumstances in your particular situation, we can't foresee all of them, but here is a particularly important example: Make certain the volunteer drivers are taken care of after the experiment. They should not be allowed to drive home, or anywhere else, after two or three drinks. It might be well to keep them in a group until the effects of the liquor have worn off. The police might provide them with transportation. If the drivers live at home, their families should know of the project in advance.
10. To further increase the effectiveness of the project, the results should be discussed in various school classes, such as driver training, health, and biology. Show the movies of the project and obtain some good literature on the subject to facilitate discussion. (See "Help".)

Plan Variation

Should you run into road blocks (no pun intended) in setting up a live project, it may be possible to accomplish your goal with driver training simulators. This is not as dramatic as using cars, but has other advantages, such as in scoring and comparing the pre- and post-drinking effects. It is more effective in determining deterioration in decisionmaking, since that usually occurs prior to the deterioration of physical reactions which one can see on the driving range. If your driver training department does not have simulators, try to obtain them through the state driver licensing division or see if a vendor or business establishment will donate the use of a driving game.

Help

In addition to the individuals and agencies mentioned above who can assist you in carrying out the drinking and driving demonstration, the following materials offer background on the problem and can also be utilized for post-demonstration awareness efforts.

1. *People Do Drink and Drive* (a guide to personal decisions). American Driver and Traffic Safety Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 (single copies, $1.20; 25 copies, $15.25).
2. *Drinking & Driving*. American Medical Association, 535 North Dearborn Street, Chicago, IL 60610. (No charge for single copies).
3. *Alcohol and the Impaired Driver* (a

manual on the medicolegal aspects of chemical tests for intoxication with supplement on breath/alcohol tests). National Safety Council, 444 North Michigan Avenue, Chicago, IL 60611. (Single copies, $6.65).

4. *Can Alcohol Education Change the Role of Youth on Our Highways?* by Lee N. Hames. American Medical Association, 535 North Dearborn Street, Chicago, IL 60610. (No charge for single copies).

Plan #8

experimenting with peer pressure

Introduction

To some, the term "peer pressure" has a sinister sound: "Why did Frank commit that unspeakable act?" "Ah-h-h, it was peer pressure that made him do it!" There is really nothing necessarily evil about peer pressure; the desire to be liked and accepted is natural to all of us. Very often peer pressure, or the pressure to conform to group standards, is a positive force. In some situations, peer pressure may actually prevent a violent act from being committed, or may prevent an individual from being isolated. All civilized society is based on the need to conform to group standards, some established by law, some not.

Group decisions may not always be the most rational. Individuality in decisionmaking and the acceptance of leadership responsibility are crucial to one's development.

Many young people drink when they shouldn't or don't really want to. Some drink more than they can handle in order to be part of the group. Some accept a ride home with someone they know has had too much to drink. In this Action Plan we want to make ourselves aware of the existence and nature of peer pressure in the hope that this increased awareness will make us think twice before acting in a given situation. Also it will allow us to respect the decisions of others when they decide not to follow the crowd.

Ideas for Getting Started

1. Before setting up an experiment in peer pressure, think about how you might want to publicize your results. Consider making your experiment part of a larger alcohol awareness campaign or having it coincide with a health fair.
2. To carry out your experiment in school, look for support from the social science classes and the teachers of psychology, sociology, and social problems.
3. One of the most straightforward ways to perform a peer pressure experiment would be for a teacher or group leader to assign each member of the class or group a particular situation/action in which he or she would be subjected to peer pressure. Each person could also develop his or her own test situation. The idea would be to do something "different" outside of class within a two-week period, note the reaction or peer pressure response of those around you, and report back to the class or group. An oral report would probably allow for more sharing of experiences than a written report.
4. There are hundreds of peer pressure situations which could be set up, and they don't have to be complicated to get the response you're looking for. The main thing is to do something that you would not normally do among your friends, and of course this may involve not doing something that the group is doing. (The experiment does *not* need to involve drinking.)

   - If there is a certain place where you always sit (voluntarily) at lunch, or during assemblies, at church, etc., try sitting somewhere else, perhaps by yourself. If at school you always eat in the cafeteria, start eating outside, or vice versa.
   - Go out of your way to be exceptionally polite to and around your friends (or, if by any far out chance you already are exceptionally polite, do the opposite).
   - Assuming you are of legal drinking age and you usually drink at parties, try abstaining. Don't tell your friends why, and check out their reactions.
   - Wear clothes that are different; if you always wear blue jeans and jogging shoes, start wearing something else.
   - Next time the group decides to go down to the shopping mall or the local hamburger joint, be different: Tell them you're going to the library to study or, if that's too "radical", that you're going to a movie.

5. Once everyone has related his or her experiment results in class, try to come to some conclusions in regard to peer pressure, what it means to young people, and what role it should or should not play in their decisionmaking.

Plan Variations

1. Show a film related to drinking and peer pressure and follow it with a group discussion. Young people usually react positively to the film *"Alcohol, Drugs, or Alternatives"* (see page 14). It features Tommy Smothers and deals with coping with feelings of inadequacy and the need to be accepted and liked. Questions of "negative self-image" and how to start feeling good about yourself go beyond the peer pressure issue, but they are clearly related to the same decisionmaking process.
2. Another variation would be to help young people develop their decisionmaking skills and give them the confidence to make their own decisions. A leadership seminar could be sponsored or some type of assertiveness training be provided.

Help

Your teacher or group leader would be the best source of help. If you want to set up a training program or workshop for the second plan variation, you might contact a local college for assistance.

The *"Trigger Film for Health"* series produced by the University of Michigan (see page 56) contains episodes related to peer pressure; the film entitled *"Janie"* is especially relevant.

If you're interested in promoting leadership on the part of teenagers, you will want to learn more about the *Hugh O'Brian Youth Foundation*. This foundation sponsors seminars for the purpose of encouraging young people to assume and accept leadership roles and helping them to develop their leadership capabilities. The National Association of Secondary School Principals Office of Student Activities will give you more information about this program (see page 51).

Plan #9

opening a dry disco

Introduction

"Another Saturday Night . . . (And I ain't got no place to go)" was the title of an article published recently in a high school newspaper in Bellingham, Washington. If there "ain't no place to go" in your town or neighborhood, maybe a student-supported dry discotheque is the answer.

A dry disco can be set up and run in a lot of ways. It is basically a place where teenagers can get together and have a good time—legally and without alcohol—at night and on weekends. Dancing to recorded music would be the most obvious activity but everything from rock concerts and more formal dances to table tennis contests and arm wrestling matches could be included. The only limit is your own imagination.

Ideas for Getting Started

1. Make sure you have the support of your own group and group leaders. This would mean not only the guys and girls working with you, but also teachers, the student council, your school principal, church leaders, YMCA/YWCA staff, and leaders of youth-related organizations. This is not to say that you have to have adult backing before you start looking for financial support, but it can add needed credibility and show existing support for the disco project.
2. While teenagers can and should take part in operating and governing a dry disco, it is clear that some adult or organization must commit time and money to the running of the disco. The disco is, among other things, a business. Some options in seeking financial support are:
   - city, town, or county government, probably the recreation department
   - a local business or corporation
   - the Chamber of Commerce
   - the Jaycees or other civic groups
   - church, youth, or other community groups
3. Next, you and your new business partners should look for an appropriate location for the disco. An elaborate modern building is not needed to ensure success, and the possibilities are endless: the basement of an office building, a barn, an empty store, a church facility, an existing club. As long as there is room for a beverage bar, dance floor, some tables, and maybe a game area, virtually any location will do.
4. The ongoing operation of the dry disco can be handled through a board of directors made up of students and owners. The key point is this: A successful disco needs two things—good management and customers. A real partnership between students and owners is crucial to a dry disco making it.
5. Atmosphere, decoration, and layout are most important. Styles could range from Polynesian to futuristic. No matter what style is chosen, it is important to have an atmosphere which will be comfortable and appealing to your customers.

Pitfalls to Avoid

Discos for teenagers have been sprouting up across the country from Baltimore to Seattle, but it is important to keep in mind that some of them haven't made it. Why?

1. *Bad Location*. If it's in a neighborhood where local residents are going to object, or in a place that is not convenient for teenagers, you are in trouble.
2. *Inadequate Supervision*. For a dry disco to get a good reputation and maintain vital parental support, adult supervision is a must. One serious fight could literally destroy a disco.
3. *Inappropriate Hours of Operation*. Teenagers need a place to go, especially at night. Closing at 9 p.m. on Fridays and Saturdays will not bring the kids in.
4. *Insufficient Financial Backing*. Adequate funds must be available to get

the project started.

Help

Your best source of help will be local businessmen in your community. You might also check with your state alcohol agency (see page 48) to see if they know of any functioning dry discos in your state that might provide you with some ideas. For example, two dry disco contacts are:

It's a Small World
3585 S. Howell Avenue
Milwaukee, Wisconsin 53207

Thumper's Disco
Whatcom Sports Arena
Bellingham International Airport
Bellingham, Washington 98225

Plan #10

putting on a "60 minutes" style presentation

Introduction

Are you tired of hearing "experts" tell you what the drinking problems are among young people in your community? Did you ever wish you were Mike Wallace or Morley Safer of the "60 Minutes" television program? If the answer to either of these questions is "yes"—and most certainly if the answer to both of them is "yes"—then this is the action plan for you!

This project lets you become the "experts" and gives you the chance to do some investigative reporting to come up with 1) the "real" drinking attitudes that teenagers have; and 2) the "real" drinking issues in your community. Besides the educational benefits, it will be a fun project that will give you the chance to develop, direct, and produce your own media event.

The focus of your presentation will be alcohol and drinking. Everybody knows what alcohol is, how it affects the body, and that 9 out of 10 students nationally have experimented with drinking by their senior year in high school. But what do all of these facts have to do with you, your friends, and your home town? How do the problems in school or community compare with others? Find out! Decide what you want to study:

- How many students drink? Does it cause problems? If so, whose problem is it?
- What do adults think about teenage drinking?
- How do minors get their alcohol? Can they get into local bars? What's the attitude of the bar owners?
- Is the mixing of drugs and alcohol a problem among teenagers? Among adults? Are both groups aware of the potential danger?
- What do young people and adults think about alcohol education in the school? What exactly do the students want to know?

Ideas for Getting Started

1. Once you've decided on the issue or issues to be explored, you should then give some preliminary thought to the format for your presentation. If you want to promote your show as a serious but good-humored takeoff on "Sixty Minutes", you need to select three reporters to cover different aspects of a story, or examine a separate alcohol-related issue. Each would be responsible for a 20-minute portion of the show.
2. Before starting your research, look for support among two primary groups: students whose help you will need to develop your presentation, and persons and organizations that can assist you in promoting or putting on the show. You will need photographers. Is there a high school (or church, YMCA) photography club? Would local television, either commercial or public, be interested in broadcasting your show? Would the high school principal let you make your presentation as an assembly program? Make contacts and get input before your format and subject(s) have been decided upon.
3. Start investigating. Use surveys, personal interviews, a column in the school newspaper, maybe a phone-in program on the local radio station. Once you've got your facts, get your photographers busy taking 35mm slides to illustrate the story. At the same time, your three reporters should start taping their reports and interviewing people who can add meaning, human interest, and supporting evidence. Potential interviewees would be: Students, school personnel, parents, the mayor, police, pharmacists, doctors, clergymen, bartenders. Additional supporting information could be gained from health texts or alcohol related books and pamphlets (see pages 52 to 58).
4. Once your "60 Minutes" style slide/tape

program is put together, the sky's the limit as to the places it can be presented: student assemblies; individual classroom units; church programs; PTA meeting; community groups such as the Jaycees, Kiwanis, and Women's Club; or, at the public library. Then there is television. Don't forget one important thing: If your reports are creative and newsworthy, your chances of getting TV coverage are greatly increased.

5. Share your program with other schools in town or in the State. How about statewide conferences?

Plan Variations

1. Modify your program for use at lower grade levels.
2. Adapt the "point-counterpoint" debate format for the entire show, three subjects and six debates, perhaps as a competition.
3. Once you've uncovered the problem(s) and put on your show, sponsor a school-wide contest to write an original play dealing with a problem you've uncovered, offering possible solutions. Film or videotape the play and take your message back to the community.

Help

As mentioned in Action Plan #5, Getting Into the Community, an excellent publication which provides good media related hints is *The Media Manual* (see page 55). Also, *The Whole College Catalog About Drinking*, available from the National Clearinghouse for Alcohol Information (see page 51), contains an excellent description of how to deal with the media and get the coverage you want.

You should also look for resources in your own community—theatre groups, camera clubs, TV studios at schools, universities, or public broadcast stations. Ask for help, use of equipment, and materials.

The above kind of media project has been tried by the following groups:

Pierre Junior High School
Pierre PTA Council
Pierre, South Dakota 57501

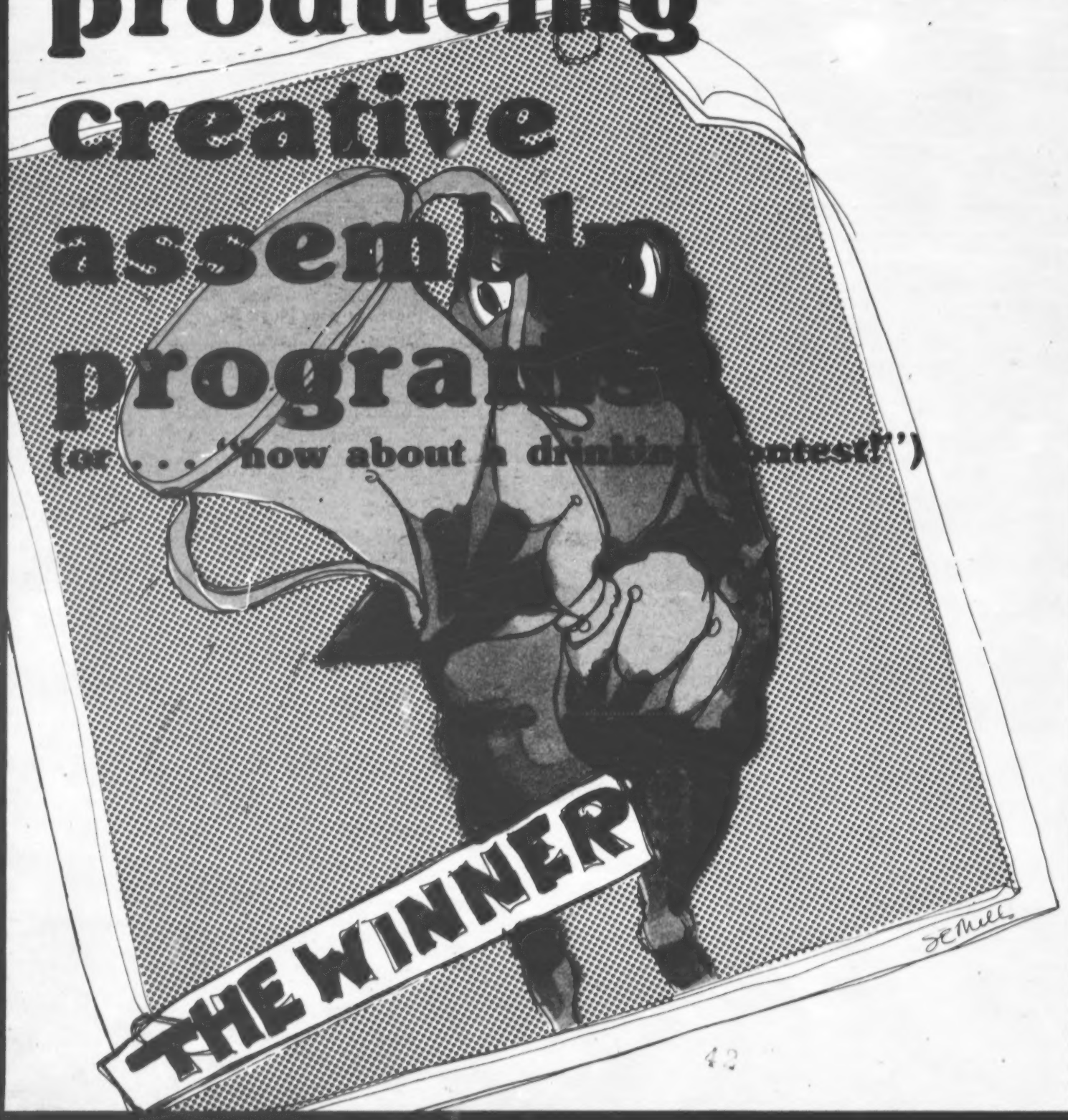
Sousa Junior High School
Port Washington, New York 11050
Attention: Ms. Barbara Dalan

"Challenge for Change"—a program of the National Film Board of Canada
680–5th Avenue, Suite 819
New York, N.Y. 10019
Attention: Ms. Dorothy Todd Henaut

Plan #11

producing creative assembly programs

(or . . . "how about a drinking contest!")



Introduction

At most assembly programs the "performers" are in front of a captive audience—and too often it shows. A dull, uninspired presentation results in bored spectators who are either asleep, talking to the persons next to them, studying for their next exam, or all of the above. What they aren't doing is paying attention to what is happening on stage, and the whole production ends up being a waste of everybody's time.

Information about drinking and alcohol can be made interesting. Certainly a majority of the students in your school have experimented with alcoholic beverages, at least in the home. Most of them are fast approaching the age when they will be able to drink legally. In fact, in some states where the legal drinking age is 18 a good portion of the seniors can drink legally. So drinking is a subject in which teenagers have an interest. The key is to present drinking issues to them in ways which are creative, exciting, and nonmoralistic. You don't tell them that drinking is "evil." What you want to do is communicate ideas which help people in your audience make intelligent decisions related to alcohol use and nonuse—decisions which will decrease the risk to their health, safety, and well-being. One way of doing this is through a *DRINKING CONTEST!*

Well, not really a "drinking contest," but a contest of knowledge about drinking and alcohol. The contest can begin in classrooms where students compete to see who would make the first team. With the teacher or another student acting as referee and asking the questions, the members of the class would have their drinking and alcohol knowledge tested. Then the teams from different classes would compete. When the teams are down to two, the champion would be decided in competition which would be held as an assembly spectacular!

Ideas for Getting Started

1. Sponsorship of the "drinking contest" by a student group, the health club, the student council, or a social problems class would be the first step. For this kind of project it is crucial to get the support of the teachers and your principal. Be sure and do your homework (pardon the expression) before you approach these people, especially the principal. A few parents may contact him when they hear about a "drinking contest," and he'll need to be able to explain the nature of and reason for this assembly program.
2. Look for additional support from the student activities advisor, counselors, the student nurse, and key teachers who can help you develop an alcohol-related questions file.
3. One possible method for compiling the hundreds of questions and answers you will need would be to divide the task between the various school classes by subject. The physiology class would be responsible for questions relating to alcohol's effects on the body; the chemistry class would handle questions relating to the composition of alcohol and various alcoholic beverages; the social problems class would develop questions in regard to drinking and driving, and the laws covering alcohol use and abuse; and the English class would explore the use of alcohol in literature.
4. Don't forget publicity! Whet the student body's interest! Publicize the various classroom winners. Put up posters. Display a big chart which will show the winning "playoff" teams advancing to the next round.
5. During the actual competitions, each team—and preferably each team member—should have a bell or a buzzer of some kind. The first team to ring their buzzer after a question is asked gets the chance to answer it. An incorrect an-

swer would result in a loss of points. Try to make it as exciting as possible.

6. The winning team should receive some kind of award or trophy, and it should be presented by an appropriate notable. Next? Maybe interschool competition with TV coverage.

Plan Variations

There are many options in producing an assembly program. Break down your audience by grade level. What appeals to seniors might not appeal to sophomores. You might want to consider audience participation. There are many creative programs that you could put on.

1. Have two student teams debate an issue related to drinking which will really interest the other students. Three possibilities: "Proposition: The Drinking Age Should be Lowered (or Raised)"; "Drinking is Injurious to Your Health"; or "Drinking Makes People Have a Better Time at Parties."
2. Show a film such as the one with Tommy Smothers discussed in Action Plan #8, Experimenting with Peer Pressure, and afterwards pick students at random from the audience to go up on the stage and discuss the film.
3. Put on presentations which show either the potential dangers related to alcohol abuse or the potential pleasures associated with moderate alcohol use. Have someone from Alateen describe the problems faced by young people with alcoholic parents. Have a local wine connoisseur discuss how wines can add to the enjoyment of a meal for many people, and explain which wines commonly go with which foods.
4. Get local or state police to put on a realistic demonstration of how alcohol can affect you when you're driving. As suggested in Action Plan #7, Organizing a Drinking and Driving Demonstration, get some volunteers from a local college to serve as guinea pigs. These persons would have their motor skills tested and subjected to breathalyzer tests as they drank controlled amounts of alcohol. Arrange to get these persons safely back to their homes.
5. Consider the possibility of having an alcohol awareness or health promotion weekend with an appropriate assembly program. The five days before the assembly could be used productively to build up interest.

Help

The kind of help you want will depend on the kind of program you want to sponsor. The drama group might help to develop skits related to alcohol, or the students in one of the shop courses might be able to develop the buzzer system that you'll need for the drinking contest, maybe even hook it up to some kind of lighting arrangement.

See Resources Section of this book for films and pamphlets to use in your program. Don't forget that the National Clearinghouse for Alcohol Information can provide you with background information to help develop the questions and answers for the alcohol quiz (see page 51).

Plan #12

promoting the "well"-being of your group

Introduction

To be "well," that is, to be healthy, strong, energetic, and relatively safe from disease and danger—is a condition necessary to good living. This includes mental as well as physical growth. Whether being "unwell" involves the abuse of alcohol or drugs, getting VD, dropping out of school, or losing one's self-respect, one fact seems clear: No matter what young people learn in school, everything may be worthless if their "well"-being is neglected. A good job, academic achievement, satisfying interpersonal relationships, even happiness, are difficult—if not impossible—to achieve without good health in its broadest sense.

This Action Plan is directed toward the school. It asks you, the student council, health club, or student newspaper to examine the priorities at your school. What is being taught? Are health-oriented courses offered? How much instruction is provided? Is the "alcohol education" requirement in your school taken care of through a once-a-year "Temperance Day"? What do students think of the level and quality of their "well"-being education? If you conclude that an increased emphasis on health, drug, and safety education is needed, this is the Plan for you.

Ideas for Getting Started

1. Talk to the principal, school nurse, and teachers. Let them know what you want to accomplish. They will probably agree with what you're doing and want to help. In fact, they'll probably be overjoyed to see that there is student interest in what is being taught!
2. Do a thorough analysis. This stage is important because you are collecting data on which you will base your recommendations, and also building support for these same recommendations. See if there are state laws on the books which relate to the issue. Interview the superintendent of schools. Survey the student body and publish the results. Talk to the community health department. Survey the local medical community. Talk to the PTA.
3. One of the problems you may face, and which school administrators will probably bring up is that there are only so many hours of instruction available in a day, and health and safety courses have to compete with many other subject areas. New subjects are added to the curriculum every year, but rarely is anything dropped. This observation was made by A. Edward Johnson of the Illinois Office of Education recently in an article, "A New Concept—Area of Physical Well-Being" (*Journal of Traffic Safety Education*, 25 (2): page 16, 1978). His solution to the scheduling problem is to merge physical education, driver education, safety education, health education, and alcohol/drug education into one core subject, the "Area of Physical Well-Being." His recommendation is that "at least one period a day," from kindergarten through 12th grade, be provided for "well"-being experiences "devoted to the improvement, maintenance, and conservation of human resources."
4. While a core subject area would be ideal, you may have to aim for something more limited. There are many excellent instructional materials available (films, books, lesson plans, pamphlets, posters) which students would enjoy and benefit from. Some are found in the Resources of this book, and two curricula are mentioned in this section. Get sample copies of these materials, review them, and try to get them included in appropriate existing courses.

Plan Variations

1. Many colleges have developed "health hazard appraisals" designed to inform students as to what health risks, if any, their current life-style involves. These

health hazard/improvement programs usually involve a questionnaire which can be fed into a computer. This in turn gives the individual student an appraisal of his or her current and future health risks. "Score yourself" versions also appear periodically in magazines.

This type of program has been very popular among students and they have often persuaded schools to adopt it. There is no reason why a similar service could not be established in your school.

2. Start a health club or, if you already have one, expand its prevention activities.
3. Put out a "well"-being pamphlet for your school, group, or community. Get the student newspaper to run a "well"-being column.
4. Put on a "well"-being week and include an "options day" which would promote alternatives to drinking activities at school and/or in the community.

Help

Seek assistance from your state department of education, from your state alcohol agency (see pages 48 to 50) and your community health department. Don't forget to contact the state agency responsible for highway traffic safety. These people can provide the support you need and help you to get the materials you want.

Two excellent curriculum packages that you will want to investigate are:

1. *If You Drive, What About Drinking?* (slides)—developed by the U.S. Department of Transportation and available from the American Automobile Association (see page 57). This package is designed to be used with *You, Alcohol and Driving*, a 56-page student text, and the *Teacher's Guide to Alcohol Countermeasures*.
2. *Dial A-L-C-O-H-O-L*—a film series for grades 9 through 12 on alcohol education. This package was developed through a cooperative effort of the National Institute on Alcohol Abuse and Alcoholism and the U.S. Office of Education (see page 54). It contains four 30-minute films, a teacher's manual, and a student booklet entitled: *Alcohol: Pleasures and Problems*.

Finally, don't forget the many creative youth materials currently being developed. You might find them useful in a "well"-being campaign.

III. THE BEGINNING!

We have all heard about the proverbial person "up a creek without a paddle," right? But the question is how did this individual get into such a predicament! We know the answer: Poor Planning!

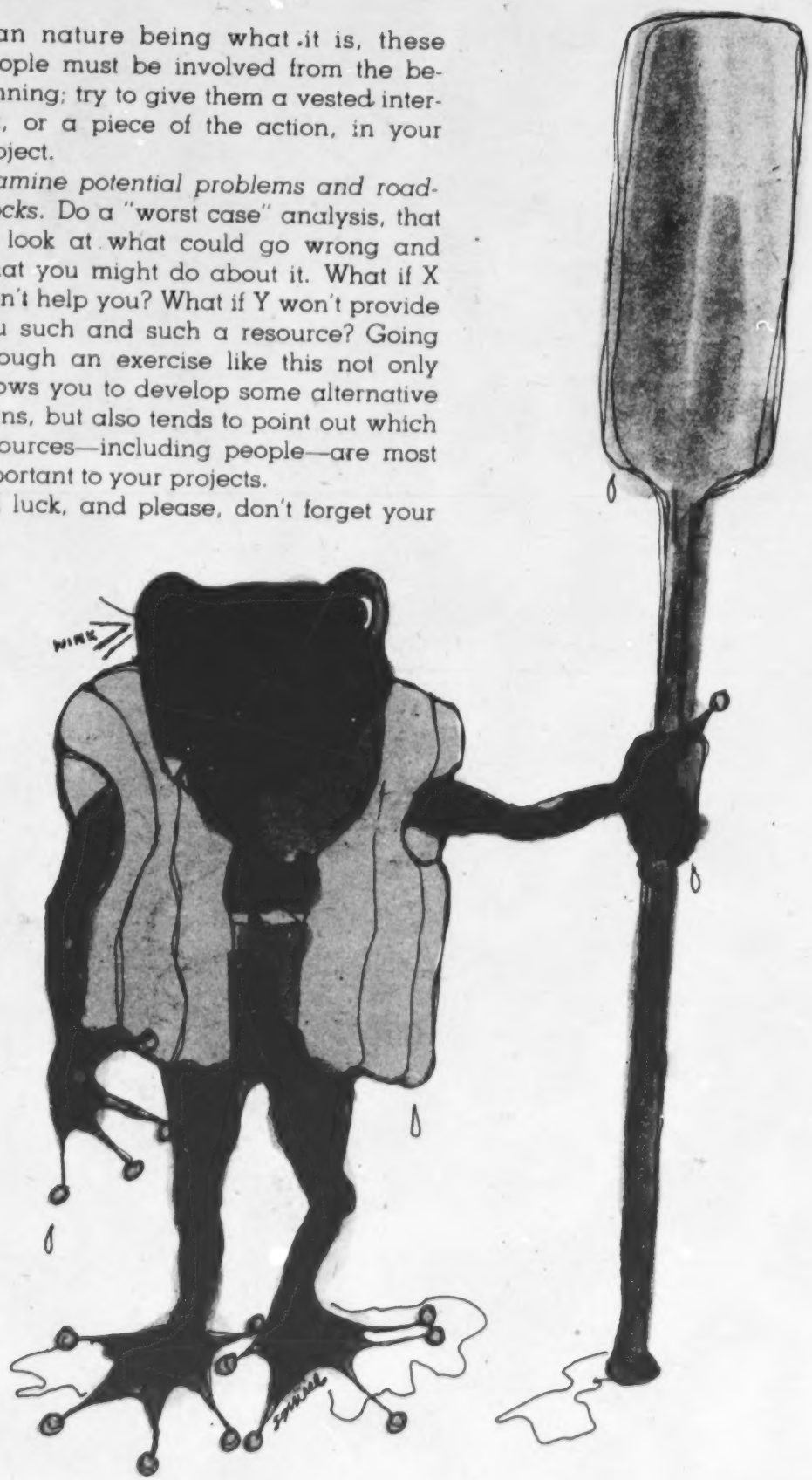
You can't anticipate every problem. The key is to figure out precisely what you have to do and what you want to accomplish, and then plan exactly what you have to do and what you will need to attain that goal. Sounds easy doesn't it? Actually it is easy; but we'll try to be a little more specific. Here are a few things you must do *before* you get started:

1. *Gather relevant information about the problem or need.* You can't solve a problem unless you know what it is. You will have a hard time getting support for your project if you can't prove that there is a problem. If the problem you are addressing is that "kids have nothing to do" or that "a lot of kids are drinking and driving," document it. A survey is one way, interviewing knowledgeable officials is another, and consulting available statistics is a third. Once this is done, you'll know the nature and scope of the problem, you'll be able to communicate it to others, and you'll be able to see if your project has had an impact when you have finished.
2. *Establish priorities and plan carefully.* Figure out what is the most important thing you want to accomplish. Plan everything you're going to have to do and when you're going to have to do it. What comes first? Which contacts are crucial? Which actions can be initiated later? What materials will you need? Who is responsible? If you want media coverage in October, make your media contacts well in advance. The needs and interests of the media may influence the very nature of your project. If you are going to need some materials in November, you'd better order them in September.
3. *Look for resources.* Examine the available resources (people, technical expertise, materials, money) and figure out which ones you will need for your project. The resources available may influence the nature of your project and your objectives. If you are considering trying to get money from an outside source, such as a foundation or a state agency, keep in mind that this is a process which could take from 6 to 12 months. Small amounts from local sources take much less time. Line up your resources ahead of time. Getting a radio station interested in your spots isn't much help if you haven't arranged for the necessary technical assistance needed to develop them. Convincing the school system to incorporate a new curriculum won't do any good if you can't come up with the curriculum materials.
4. *Recruit and contact key people.* For any given project there will always be key persons whose help you will need. Hu-

man nature being what it is, these people must be involved from the beginning; try to give them a vested interest, or a piece of the action, in your project.

5. *Examine potential problems and roadblocks.* Do a "worst case" analysis, that is, look at what could go wrong and what you might do about it. What if X won't help you? What if Y won't provide you such and such a resource? Going through an exercise like this not only allows you to develop some alternative plans, but also tends to point out which resources—including people—are most important to your projects.

So good luck, and please, don't forget your paddle!



IV. THE FINAL END!

The final end is simply: Did your project work or did it bomb? Take the information you collected in the beginning, look at what you were trying to accomplish, and see if you did it.

What we are talking about is the evaluation of your program. If your original goal was measurable, you should have no problem in verifying whether or not, and to what extent, your project accomplished what it set out to do. A few measurable goals would be:

- Increase the number of public service announcements put on the air by radio and TV stations by 25%;
- 75% of the radio stations in your community will play the PTA radio spots;
- A dry disco will be established;
- The number of teenagers picked up by the police for drinking and driving will be reduced 20% within one year of beginning of an alcohol education program;
- Five hundred people will view your "Sixty Minutes" style presentation;
- Five hundred people will be spoken with at your exhibit in the shopping mall.

Two final points should be made:

1. You should be evaluting your program, seeing if it's working, all the time you are implementing it. That way if you find that something is going wrong, you may be able to correct it before it's too late.
2. Even if your project fails, it can have some positive impact. The discovery that a certain plan didn't work, or the analysis of why a project wasn't a success, can provide essential information for similar projects that are tried later. So whether your effort was a great success or not so great a success, let people know what happened.

WHERE DO YOU GO FROM HERE? Need you ask? Take what you learned carrying out your first Action Plan and go back to page one and try another.

Action Plan Resources

The first thing to realize when beginning any alcohol education activity is that you are not alone. Unless you have come up with an ABSOLUTELY STUPENDOUS, FANTASTIC, UNIQUE IDEA, chances are that someone somewhere has worked on the same, or a similar project and will be able to provide ideas or materials that will help get your activity moving.

As you contact the resources listed in this book, you will probably find yourself directed to additional sources not available when we went to print. This is a constantly changing field where new and exciting resources are being developed every day. Accept everything, even if you do not have a particular use for it today, you may have a use for it tomorrow. Develop a file of alcohol-related resources for yourself or your school resource materials center so that materials may be used for a variety of activities. But plan carefully. Be sure to request resources in adequate time so they will arrive before you panic.

Help at Home

Did you know that there is an alcohol agency in every State and in the Territories too? Contact them for materials, services, and program assistance. To help you negotiate through the maze of bureaucracy, we have listed the addresses for each State and Territorial alcoholism authority.

Whom Can I Turn to?

State and Territorial Alcoholism Authorities

Alabama Alcoholism Program
502 Washington Ave.
Montgomery, Alabama 36130
205-265-2301 ext. 235

Division of Family and Children's Services
Office of Alcoholism
Pouch H05F
Juneau, Alaska 99801
907-586-6201

Bureau of Program Operations
2500 East Van Buren St.
Phoenix, Arizona 85008
602-271-3000 & 3009

Office on Alcohol and Drug Abuse Prevention
1515 West 7th St., Suite 300
Little Rock, Arkansas 72202
501-371-2003

Office of Alcoholism
825 15th St.
Sacramento, California 95814
916-445-1940

Department of Health
Alcohol and Drug Abuse Division
4210 East 11th Ave.
Denver, Colorado 80220
303-388-6611 ext. 227

Connecticut Alcohol and Drug Abuse Council
90 Washington St.
Hartford, Connecticut 06115
203-566-3464

Bureau of Substance Abuse
Governor Bacon Health Center
Delaware City, Delaware 19706
302-834-8850 & 8851

Bureau of Alcoholic Treatment and Prevention
1875 Connecticut Ave., N.W. Room 821,
Washington, D.C. 20009
202-629-3027

Alcoholic Rehabilitation Program
Mental Health Program Office
1323 Winewood Blvd.
Tallahassee, Florida 32301
904-487-2820, & 2830

Division of Mental Health and Mental Retardation
Alcohol and Drug Section
618 Ponce de Leon Ave., N.E.
Atlanta, Georgia 30308
404-894-4785

Guam Mental Health Clinic
Guam Memorial Hospital
Agana, Guam 96910

Substance Abuse Agency
1270 Queen Emma St., Room 404
Honolulu, Hawaii 96813
808-548-7655

Bureau of Substance Abuse
700 West State, Basement
Boise, Idaho 83720
208-384-3920

Department of Mental Health and Developmental Disabilities
Division of Alcoholism
188 West Randolph St., Room 1900
Chicago, Illinois 60601
312-793-2907

Division of Addiction Services
5 Indiana Sq.
Indianapolis, Indiana 46204
317-633-4477

Department of Substance Abuse
418 6th Ave., Suite 230
Des Moines, Iowa 50319
515-281-4417

Alcohol and Drug Abuse Section
Topeka State Hospital
2700 West 6th St.
Topeka, Kansas 66606
913-296-3925

Bureau for Health Services
275 East Main St.
Frankfort, Kentucky 40601
502-564-3970

Bureau of Substance Abuse
200 Lafayette St.
Weber Building, 7th Floor
Baton Rouge, Louisiana 70801
504-389-2534

Bureau of Rehabilitation,
Office of Alcoholism and
Drug Abuse Prevention
52 Winthrop St.
Augusta, Maine 04330
207-289-2781

Alcoholism Control Administration
201 W. Preston St.
Baltimore, Maryland 21201
301-382-2782

Division of Alcoholism
755 Boylston St.
Boston, Massachusetts 02116
617-727-1960

Office of Substance Abuse Services
3500 N. Logan St.
P.O. Box 30025
Lansing, Michigan 48909
517-373-8600

Chemical Dependency Program Division
Centennial Office Building, 4th Floor
658 Cedar St.
St. Paul, Minnesota 55155
612-296-4610

Division of Alcohol and Drug Abuse
619 Robert E. Lee Office Bldg.
Jackson, Mississippi 39201
601-354-7031

Division of Alcoholism and Drug Abuse
2002 Missouri Blvd.
Jefferson City, Missouri 65101
314-751-4122

Alcohol and Drug Abuse Division
1539 11th Ave.
Helena, Montana 59601
406-449-2827

Division on Alcoholism
Box 94728
Lincoln, Nebraska 68509
402-471-2851

Bureau of Alcohol and Drug Abuse
505 East King St.
Carson City, Nevada 89710
702-885-4790

Program on Alcohol and Drug Abuse
66 South St.
Concord, New Hampshire 03301
603-271-3531

Alcohol, Narcotics, and Drug Abuse Unit
Division of Alcoholism
129 E. Hanover St.
Trenton, New Jersey 08608
609-292-8947

Substance Abuse Division
113 Washington Ave.
Santa Fe, New Mexico 87501
505-988-8951

Division of Alcoholism
44 Holland Ave.
Albany, New York 12229
518-474-5417

Division of Mental Health and Mental Retardation Services
Alcohol and Drug Services
325 North Salisbury St.
Raleigh, North Carolina 27611
919-733-4670

Division of Alcoholism and Drug Abuse
909 Basin Ave.
Bismark, North Dakota 58505
701-224-2767

Division of Alcoholism
450 E. Town St.
P.O. Box 118
Columbus, Ohio 43216
614-466-3445

Division on Alcoholism
P.O. Box 53277
Capitol Station
Oklahoma City, Oklahoma 73105
405-521-2811

Mental Health Division
Programs for Alcohol and Drug Problems
2575 Bittern, N.E.
Salem, Oregon 97310
503-378-2163

Governor's Council on Drug and Alcohol Abuse
2101 N. Front St., Bldg. No. 1
Harrisburg, Pennsylvania 17120
717-787-9857

State Alcoholism Program
Box B-Y
Rio Piedras, Puerto Rico 00928
809-763-7575

Division of Substance Abuse
The Aime J. Forand Bldg.
600 New London Ave.
Cranston, Rhode Island 02920
401-464-2397

Mental Health Clinic
Pago Pago, American Samoa 96799

South Carolina Commission on Alcohol and Drug Abuse
3700 Forest Drive, Suite 300
Columbia, South Carolina 29204
803-758-2521

Division of Alcoholism
Foss Bldg.
Pierre, South Dakota 57501
605-224-3146

Alcohol and Drug Abuse Services Section
501 Union Bldg., Lower Level
Nashville, Tennessee 37219
615-741-1921

Texas Commission on Alcoholism
809 Sam Houston State Office Bldg.
Austin, Texas 78701
512-475-2577

Division of Mental Health
Saipan, Mariana Islands 96950

Division of Alcoholism and Drugs
150 W. North Temple
Salt Lake City, Utah 84103
801-533-6532

Alcohol and Drug Abuse Division
Department of Mental Health and Mental Retardation
P.O. Box 1797
109 Governor St.
Richmond, Virginia 23219
804-786-5313

Virgin Islands Commission on Alcoholism and Narcotics
Department of Health
Charlotte Amalie
St. Thomas, U.S. Virgin Islands 00801
809-774-6909

Office of Alcoholism
Mailstop OB-44W
Olympia, Washington 98504
206-753-5866

Alcoholism and Drug Abuse Program
State Capitol
Charleston, West Virginia 25305
304-348-3616

Bureau of Alcohol and Other Drug Abuse
1 West Wilson St.
Madison, Wisconsin 53702
608-266-3442

Mental Health and Mental Retardation
Hathaway Bldg.
Cheyenne, Wyoming 82002
307-777-7115

Help Away From Home

A number of organizations have taken the cause of alcohol abuse and alcoholism to heart and have produced a variety of educational materials. Because these materials are too numerous to list individually, we are listing names and addresses of the organizations for you to contact for materials and services:

- National Clearinghouse for Alcohol Information
  P.O. Box 2345
  Rockville, Maryland 20852
- National Institute on Drug Abuse
  5600 Fishers Lane
  Rockville, Maryland 20857
- United States Jaycees
  P.O. Box 7
  Tulsa, Oklahoma 74102
- National Congress of Parents and Teachers (PTA)
  The Alcohol Education Project
  700 N. Rush Street
  Chicago, Illinois 60611
- Wisconsin Clearinghouse for Alcohol and Other Drug Information
  420 N. Lake Street
  Madison, Wisconsin 53706
- Texas Commission on Alcoholism
  Film and Literature Section
  809 Sam Houston Office Building
  Austin, Texas 78701
- National Council on Alcoholism
  733 Third Avenue
  New York, New York 10017
- National Association of Secondary School Principals
  1904 Association Drive
  Reston, Virginia 22091
- American National Red Cross
  Youth Division
  17th between D & E Streets, N.W.
  Washington, D.C. 20006
- National YMCA—Values Education Center
  6801 South La Grange Road
  La Grange, Illinois 60525
- Alcoholics Anonymous World Services, Inc.
  Box 459
  Grand Central Station
  New York, New York 10017
- Boys' Clubs of America
  771 First Avenue
  New York, New York 10017
- U.S. Department of Transportation
  National Highway Traffic Safety Administration
  Center for Public Communications
  475 L'Enfant Plaza, S.W., Suite 2960
  Washington, D.C. 20024
- Kemper Insurance Group
  Public Relations Department
  Long Grove, Illinois 60049

- **Allstate Insurance Company**
  Allstate Plaza
  Northbrook, Illinois 60062

- **American Medical Association**
  535 N. Dearborn Street
  Chicago, Illinois 60610

- **Highway Users Federation**
  1176 Massachusetts Avenue, N.W.
  Washington, D.C. 20036

- **Education Commission of the States**
  300 Lincoln Tower
  1860 Lincoln Street
  Denver, Colorado 80203

Pamphlets

- **Alcohol: The Number One Drug**

  A booklet for young people about alcohol, alcohol use and abuse. Includes discussion questions and teacher's guide.

  Supplier: Wisconsin Clearinghouse
  420 N. Lake Street
  Madison, Wisconsin 53706

  Cost: 25 ¢. 10% discount on 50 or more copies, 50 ¢ handling. All items must be prepaid.

- **Alternative Book Holdings of the Wisconsin Clearinghouse for Alcohol and Other Drug Information**

  A 10-page bibliography listing over 100 books dealing with alternatives under such categories as: Adventure and Exploration; Body Awareness; Mind Awareness and Altered States of Consciousness; Political and Social Action; Reference Books. It also contains a section of recommended books with annotations.

  Supplier: Wisconsin Clearinghouse
  420 N. Lake Street
  Madison, Wisconsin 53706

  Cost: Single copies free

- **Drinking and Driving**

  Abuse of alcohol is directly involved in an increasing toll of injury and death, principally on the highway, but also in the home, at work, and during recreation. Factual information to assist in public education about this ever present danger.

  Supplier: The American Medical Association
  535 N. Dearborn Street
  Chicago, Illinois 60610

  Cost: Single copies free

- **Minnesota Primer on the Prevention of Chemical Use Problems**

  A "primer" which provides a rationale for prevention, a description of available resources and suggested ways of implementing a program.

  Supplier: State of Minnesota—Documents Section
  658 Cedar Street
  Centennial Building, Room 140
  St. Paul, Minnesota 55155

  Cost: 1-49 copies, $1.50 each; 50-99 copies, 10% discount; 100 or more, 15% discount. Prepayment required, State of Minnesota will not accept purchase orders without prepayment.

- **One Drink Can Be Too Many**

  Destroys the common myth that drivers can sober up quickly after drinking. Careful explanations tell how alcohol is absorbed into the bloodstream, how it affects the brain, and how it can hurt driving performance.
  Supplier: AAA local offices
  Cost: $2.95 per 100

- **Responsible Drinking Party Ideas**

  Packet of hosting hints with taste-tested recipes for nonalcoholic drinks and party snacks in addition to ideas for having a good party without emphasizing alcohol.
  Supplier: Wisconsin Clearinghouse
  420 N. Lake Street
  Madison, Wisconsin 53706
  Cost: 75¢. 10% discount on 50 or more copies, 50¢ handling. All items must be prepaid.

- **Take the Time**

  Alternative activities to chemical abuse—ideas, resources and readings on adventure, arts and crafts, communication, entertainment.
  Supplier: Wisconsin Clearinghouse
  420 N. Lake Street
  Madison, Wisconsin 53706
  Cost: 75¢, 50-499 copies, 10% discount. $1.50 handling. All items must be prepaid.

- **What's There To Do Besides Drink?**

  A poster with 16 full-color illustrations of alternative activities. All kinds of ideas for all kinds of people.
  Supplier: Wisconsin Clearinghouse
  420 N. Lake Street
  Madison, Wisconsin 53706
  Cost: $1.00

- **How To Talk With Children About Drinking: A Parenting Guide**

  A leader's guide and reproducible materials for use in a series of four 2-hour workshops which help parents help children make informed decisions about drinking. The exercises focus on improving communication skills and learning accurate information about alcohol. (A project of the Massachusetts PTSA).
  Supplier: The National PTA
  700 North Rush Street
  Chicago, Illinois 60611
  Cost: $7.95

- **People to People**

  This manual provides step-by-step instruction to the Interactive Learning Process; a valuable communication and teaching tool to develop group leadership skills. Although the emphasis is on enhancing your ability as a facilitator, the manual also shows you how to apply your new skills by providing a suggested outline and workshop materials for a school/community alcohol education project. (A project of the California PTA).
  Supplier: The National PTA
  700 North Rush Street
  Chicago, Illinois 60611
  Cost: $10.95

- **The Community Action Plan: A Community Response to the Misuse of Alcohol**

  This manual was designed for use by professional facilitators from community mental health centers or alcohol programs, who wish to mount a community-based alcohol education effort. There are core activities for a 3-day training program which can prepare teams of students and adults to work together as a unit in designing their own "Community Action Plan." (A project of the Missouri PTA).
  Supplier: The National PTA
  700 North Rush Street
  Chicago, Illinois 60611
  Cost: $12.95

Media Materials

- **A Snort History**

  This is an excellent, inventive trigger film that uses graphic cartoons and real life situations to show how alcohol distorts a driver's perception and judgment.
  Supplier: AAA local offices
  Cost: $78.90

- **AL CO HOL—A mini-course for Junior High School**

  This 28-minute documentary film features a real-life classroom implementation of the 7th and 8th grade alcohol and traffic education program. Designed for teachers and school administrators, the film demonstrates how the gaming approach used in the course helps young students actively explore important questions about the drug alcohol and its relationship to traffic safety.
  Supplier: AAA Foundation for Traffic Safety
  8111 Gatehouse Road
  Falls Church, Virginia 22042
  Cost: $80.00

- **Alcohol and Young People**

  Five teenagers (2 boys and 3 girls aged 14–19) relate their personal experiences with alcoholism. They tell how they started, why they continued, and why drinking eventually proved to be a cheat instead of a solution to their problems. Their reasons for drinking included peer pressure, proof of masculinity, loneliness, poor self-image, and inability to refuse a drink. Finally, they tell where to find help: doctor, hotlines, school counselor, AA. As one boy says, "There is help, but you gotta ask."
  Supplier: Film Fair Communications
  10900 Ventura Boulevard
  Studio City, California 91605
  Cost: Sale: $165.00 · Rent: $15 per 3 days

- **Dial A-L-C-O-H-O-L**

  A multimedia curriculum package produced by the Office of Education and the National Institute on Alcohol Abuse and Alcoholism. Consists of four half-hour films that focus on the situations that arise over an alcohol telephone hotline run by student volunteers—drinking at parties, absenteeism, driving while drinking, family customs about drinking. Although the films present considerable factual data, their main goal is to encourage students to form sound attitudes and behavior related to drinking or abstaining. There is an accompanying teacher manual and student books.
  Supplier: RHR Film Media
  1212 Avenue of the Americas
  New York, New York 10036
  Cost: Free loan to school systems

- **Drink, Drive, Rationalize**

  Classroom, film version of the popular "Sure, Mac, Sure" TV spots which spoofed

common misconceptions or rationalizations about drinking and driving. The film is accompanied by colorful folders which reinforce the drinking/driving concepts reviewed in the film.

Supplier: AAA Foundation for Traffic Safety
8111 Gatehouse Road
Falls Church, Virginia 22042

Cost: $65.00

- **If You Want Air Time**

"How to" book on getting your message across on the air waves.

Supplier: National Associations of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036

Cost: 25¢ a copy; 100 or more, 20¢ a copy

- **Jackson Junior High**

A multimedia curriculum package produced by the Office of Education and the National Institute on Alcohol Abuse and Alcoholism. Consists of four 15-minute films covering the physiological, social (peer pressure), cultural, and emotional effects of alcohol's use and abuse. Although the films present considerable factual data, their main goal is to encourage students to form sound attitudes and behavior related to drinking or abstaining. There is an accompanying teacher manual and student books.

Supplier: RHR Film Media
1212 Avenue of the Americas
New York, New York 10036

Cost: Free loan to school systems

- **Teenage Drinking and Driving—A Course for Action**

This 28-minute film documents a real-life classroom implementation of the high school AAA Alcohol Countermeasures course. Designed for school administrators and teachers, the film shows what the course is all about and how young people can become actively involved in this important alcohol education program.

Supplier: AAA Foundation for Traffic Safety
8111 Gatehouse Road
Falls Church, Virginia 22042

Cost: $80.00

- **The Media Manual**

This guide on how to create and project primary drug abuse prevention messages offers four distinct kinds of information: (1) general philosophy on the effective use of media; (2) specific tips from experts on varied media strategies and techniques; (3) five sample campaign concepts and messages created on site by the original conference participants; and (4) a compilation of references on the best available resources in the field. The Media Manual is a lively, useful and cogent tool for those interested in promoting their message through public air waves.

Supplier: PYRAMID
39 Quail Court, Suite 201
Walnut Creek, California 94596

Cost: Single copies may be obtained free from PYRAMID while supplies last.

- **The Pyramid Project—National Institute on Drug Abuse (NIDA)**

Pyramid staff and a nationwide pool of resource people are available to provide you with information and program support in a variety of areas. They offer innovative strategies, community relations, resource development, program planning, staff development, organizational development, evaluation, and media techniques.

Supplier: PYRAMID
39 Quail Court, Suite 201
Walnut Creek, California 94596
Phone: 800-227-0438 (outside California)
415-939-6666 (inside California)

Cost: Cost for assistance depends on program.

- **Trigger Films for Health Series AE**

  These short, 16 mm sound-color films are designed to generate discussions about the use and abuse of alcohol. The target audience is youth between the ages of 10 and 18 (although several of the films are adaptable to use with adults). The purpose of these discussions is to help young people test ideas, clarify values and move toward realistic perceptions, personal choices, and more firm commitments with regard to the issue of drinking.

  Supplier: Information on rental of the films is available from The University of Michigan Television Center
  400 S. Fourth Street
  Ann Arbor, Michigan 48103

- **TV Spots on Alcohol and Driving**

  In a witty incisive manner, nine TV spots spoof specific misconceptions or rationalizations that people commonly use regarding drinking and driving. The message in all spots is that a drinking driver using these rationalizations is making a big mistake. The spots can be used to "trigger" classroom discussions.

  Supplier: AAA Foundation for Traffic Safety
  8111 Gatehouse Road
  Falls Church, Virginia 22042

  Cost: $3.50 per 60-second;
  $2.50 per 30-second

- **You've Got to Know How to Call It**

  A poster showing the umpire's signals for football interpreting the different signals as mechanisms for making decisions about alcohol.

  Supplier: Education Commission of the States
  300 Lincoln Tower
  1860 Lincoln Street
  Denver, Colorado 80203

  Cost: Free

Teaching Materials

- **AL CO HOL—For Junior High Schools**

  Using a gaming techniques approach, this complete instructional package zeroes in on alcohol awareness and drinking and driving. Features include a student handbook, teacher's guide, display-size charts, and four-color transparencies.

  Supplier: American Automobile Association (AAA) local offices

  Cost: Student booklet: 09¢.
  Teacher's guide: $1.55 each
  Supplementary materials packet: $2.25

- **Deciding: Student Oriented Activities for Exploring Information About Alcohol**

  A creative tool for helping students explore information, attitudes, and pressures regarding the use of alcoholic beverages.

  Supplier: Alameda County School Department
  224 W. Winton Avenue
  Hayward, California 94544

  Cost: Information may be obtained from the County Office.

- **Dial A-L-C-O-H-O-L**

  Curriculum materials to accompany the film series consisting of a teacher's manual and student booklets. An effort is made to present a balanced view of the positive and negative aspects of both drinking and abstention in American life. The materials are a reliable resource of factual materials on alcohol and alcohol problems.

  Supplier: National Clearinghouse for Alcohol Information
  P.O. Box 2345
  Rockville, Maryland 20852

  Cost: Free

- **If you Drive What About Drinking?** (Slides)

  This package is available in slide format. This slide series consists of 16 full-color slides and a 24-page illustrated instructor's manual that gives teaching suggestions and backup facts for each slide. The series does not generalize about alcohol, but takes a factual look at drinking as it relates to driving. "Thou shalt not's" are avoided in favor of educationally sound objectives.

  Supplier: AAA local offices

  Cost: $14.95 per package

- **If You Drive What About Drinking?** (Transparencies)

  Above series also available in overhead transparencies.

  Supplier: AAA local offices

  Cost: $15.95 per package

- **Jackson Junior High**

  Curriculum materials to accompany the film series consisting of a teacher's manual and student booklets. An effort is made to present a balanced view of the positive and negative aspects of both drinking and abstention in American life.

The materials are a reliable resource of factual materials on alcohol and alcohol problems.

Supplier: National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852

Cost: Free

- **Teacher's Guide to Alcohol Countermeasures**

The *Teacher's Guide* is a condensed and illustrated version of the original DWI Mini-Course for high school driver education programs developed by the AAA Foundation for Traffic Safety. The guide emphasizes the influence of alcohol on driver performance and was extensively field-tested prior to publication. The *Teacher's Guide* is interspersed with illustrations keyed to the "If You Drive, What About Drinking?" transparency and slide series as well as the *You, Alcohol, and Driving* student text.

Supplier: AAA local offices
Cost: $1.55 each

- **You, Alcohol, and Driving**

This student text is aimed at the broad population of young people who are faced with the decision of whether or not to drink. All nonfilm material is included directly in the text.

Supplier: AAA local offices
Cost: 30¢ each

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

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